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ABSTRACT

Santa Barbara City College (California) created the Transfer Achievement Program (TAP) to deliver an integrated and cohesive set of services to underrepresented students to help increase their transfer rate to four-year institutions. TAP provides students with a developmental map of transfer-related activities through the use of the Transfer Task Inventory (TTI). The Inventory provides students with a check-list of necessary tasks, allowing them to document and track their progress through four transfer task areas: assessment and orientation, transfer exploration, academic progress and planning, and transfer application and transition. TAP also enhances the development and evaluation of student services by organizing them into a "co-curriculum" that provides structure and rationale for introducing new services. Finally, TAP provides special services to students to provide internal and external support, including priority counseling appointments; Math study groups; and the Multicultural English Transfer (MET) program, providing special transfer-oriented sections of English classes. This information packet includes a history and a description of TAP; a sample TTI; a diagram of a typical transfer plan; "Implementing a Transfer Program for Underrepresented Students," a booklet providing suggestions and techniques for developing programs to improve underrepresented student transfer; the April 1994 issue of the TAP newsletter; a flyer for the MET program; and a promotional brochure for TAP. (MAB)

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The Transfer Achievement Program (TAP) Information Packet

Armando Segura
Victoria Noseworthy

Santa Barbara City College

June 2, 1994

JC 940 286

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TRANSFER ACHIEVEMENT PROGRAM (TAP)
SANTA BARBARA CITY COLLEGE

Overview of Packet Materials:

The Transfer Achievement Program (TAP) was introduced at Santa Barbara City College as a means to deliver an integrated and cohesive set of services to underrepresented students who have the potential to transfer to four-year institutions.

TAP provides students with a developmental structure of "map" to transfer-related activities through the use of the *Transfer Task Inventory*. TAP also offers incentives for students to "join" the program, thereby facilitating a greater sense of personal identity as a transfer-bound student. Specifically, TAP is designed to:

- involve a greater number of underrepresented students more actively in a broader range of transfer-related tasks and services,
- utilize the *Transfer Task Inventory* (TTI) as a vehicle for providing a structured mode of service delivery,
- increase academic success through math and English support groups which promote collaborative study strategies, and
- introduce new services offered by the college and four-year institutions that are matched to specific tasks outlined in the TTI.

The TTI provides a check-list of task achievements, documentation of student progress and tracking of students through Transfer task Areas outlined on the TTI. The four Task Areas are: Assessment and Orientation, Transfer Exploration, Academic Progress and Planning, and Transfer Application/Transition. The Task Area approach presents a desirable option to "smorgasbord" approaches to service delivery.

TAP also enhances the development and evaluation of student services by organizing them into a "co-curriculum" as outlined on the TTI. A "co-curriculum" approach provides structure and rationale for introducing new services and support from within the college and from four-year institutions.

The booklet, *Implementing a Transfer Program for Underrepresented students*, is intended to assist individuals and institutions wanting to develop a program which will increase the transfer rate of underrepresented students. The booklet contains suggestions, techniques, and information useful in implementing a successful transfer program.

The Transfer Director/Counselor is Armando Segura. Armando is assisted by a part-time Coordinator/Counselor and three TAP Special Program Advisors. For information regarding TAP, contact Santa Barbara City College Transfer Center, 721 Cliff Drive, Santa Barbara, CA 93109-2394; (805) 965-0581 ext. 2547, FAX (805) 963-7222 or e-mail Segura@gate1.sbcc.cc.ca.us.

SANTA BARBARA CITY COLLEGE

The Transfer Achievement Program: A Co-curricular Program for Increasing Minority Student Transfer to Four-Year Institutions

This project addresses the need for the introduction and delivery of a cohesive and integrative set of services to underrepresented ethnic students to increase their transfer rate to four-year institutions. Through this project, community college students, as members of an innovative Transfer Achievement Program (TAP), are participants in a program that has structure, encourages student personal involvement, improves academic success, provides regular feedback and personal support and delivers services that ensure transfer to a four-year institution.

As the population of underrepresented students continues to grow as a proportion of the American population, and particularly as a proportion of the labor force, the negative implications of limited education will increasingly be felt by the general public. To overcome the potential impact on society of a growing "underclass" of undereducated minorities, states are increasingly establishing as a priority the elimination of unequal participation in education by racial and ethnic minority groups. This goal will only be achieved when special and innovative non-traditional programs are implemented to assist underrepresented students achieve their academic and educational potential.

The national problem is reflected at SBCC where only 34% of its underrepresented students claim transfer as an educational goal compared to 54% of white majority students. Similar disparities exist in the utilization of college support services by minorities and majority students. Actual transfer rates of SBCC's underrepresented students further demonstrate a disparity with these students representing less than 12% of all SBCC transfers although they comprise 25% of the student body. Actual numbers of underrepresented student transfers to the University of California and California State University systems are very low: 59 students in Fall 1989 from a total of 566 students who transferred from SBCC.

A collaborative effort among Santa Barbara City College, local business, local high schools, and four-year institutions has introduced and delivered an integrated and cohesive set of services to underrepresented ethnic students who have the potential to transfer to four-year institutions. The effort has resulted in improved academic progress and increased transfer rates of underrepresented students.

Preliminary findings show an increase in the number of underrepresented students with a transfer goal by 207 and increased proportion by 4% over Fall 1991 compared to a .9% increase in the general population Fall 1991 to Fall 1992. Other findings show TAP members achieving higher grade point averages (2.5 compared to 2.0) and completing more units (45 compared to 23) when compared to their underrepresented nonTAP counterparts.

There are several inter-related components of TAP which are key to its effectiveness. The first element is aggressive outreach which is supported by referrals by local high schools, college faculty, counselors and staff, and a computer supported data base. The second element is having a program which students apply for and actually join. The third and fourth elements for securing and holding potential students is the introduction of structure and increased student involvement. Structure and involvement has been improved through an instrument we developed called the Transfer Task Inventory (TTI). The Transfer Task Inventory outlines a four-stage developmental map or checklist, of essential transfer-related activities to be completed by the student. The four areas of the Transfer Task Inventory are 1)assessment and orientation; 2)transfer exploration; 3)academic planning and progress; and 4) transfer transition.

Key to the success of TAP are Math Study Groups and the Multicultural English Transfer Program. These groups provide the needed encouragement and attention critical to college persistence.

Keith McLellan
Victoria Noseworthy
Armando Segura
Santa Barbara City College
721 Cliff Drive
Santa Barbara, CA 93109

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TRANSFER TASK INVENTORY (TTI)
TRANSFER ACHIEVEMENT PROGRAM (TAP)
SANTA BARBARA CITY COLLEGE

The Transfer Task Inventory (TTI) is a "map", or guide, to important transfer related activities to be completed by the transferring student. The TTI is divided into four sequential task areas:

Assessment/Orientation
Exploration
Academic Progress and Planning
Transfer Application/Transition

Services provided by Santa Barbara City College and cooperating four-year institutions offer support for each of the task areas.

Transfer success is a shared responsibility between you, the student, and college services. Take advantage of the services using the TTI as your "map" to transfer success.

The more you investment in time and effort, the greater the potential for your transfer success.

YOUR INVOLVEMENT MAKES THE DIFFERENCE

WHAT YOU NEED TO DO:

1. ___ Attend a Project Orientation in Transfer Center. Date _____.
2. ___ Set up a Personal Transfer Folder to hold important documents and notes related to transfer.
3. ___ See a TAP counselor for completion of Individual Educational Plan (IEP). Date referred _____. Counselor _____
4. ___ Provide a Transfer Task Inventory progress report to a TAP Advisor once each semester.

For more information on the Transfer Task Inventory and other transfer support services, contact the Transfer Center, Room SSC-140, 965-0581 Ext. 547 or the Transfer Achievement Program, Room SSC-146 Ext. 544 or 691.

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TRANSFER ACHIEVEMENT PROGRAM

TRANSFER TASK INVENTORY

FOR

_____

name

TASK AREA 1: ASSESSMENT/ ORIENTATION	COMPLETION DATE GOAL	ACTUAL
PRIMARY ACTIVITIES		
1.1 ___ Submit official copies of high school and college transcripts to SBCC's Records Office.		
1.2 ___ Take SBCC Assessment Tests in Math and English if not already taken.		
1.3 ___ Determine high school math and English deficiencies with a SBCC counselor.		
1.4 ___ Meet with a TAP Program Advisor to review Project requirements.		
RECOMMENDED ACTIVITIES		
1.5 ___ Meet with a financial aid counselor to develop a plan for financing your education.		
TASK AREA 2: EXPLORATION		
PRIMARY ACTIVITIES		
2.1 ___ Meet with a TAP Program Advisor to discuss exploration needs, resources and an exploration plan.		
2.2 ___ Obtain and review copies of General Education and Major-related articulation sheets.		
2.3 ___ Meet with College and University Representatives when they are on campus to discuss their programs and services.		
2.4 ___ Meet with a SBCC Career Counselor if undecided.		
2.5 ___ Attend a "How to Choose a Major" workshop.		
RECOMMENDED ACTIVITIES		
2.6 ___ Meet with an SBCC Career Counselor to explore your interests, abilities and values, and discuss your career and major options.		
2.7 ___ Read college catalogues, General Education, Major and Degree requirements for each university you are considering.		
2.8 ___ Read about careers and labor market info.		
2.9 ___ Use DISCOVER, the computer based career guidance system to help you with choosing a major, career and a four-year college/university.		
2.10 ___ Use ASSIST, a computer based transfer planning and four-year college/university information system.		

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	COMPLETION DATE GOAL	ACTUAL

ADDITIONAL RESOURCES
2.12___Obtain and read "Introducing the University", UC publication.
2.13___View Career Center college videos.
2.14___Attend university information workshops.

TASK AREA 3: ACADEMIC PROGRESS AND PLANNING

PRIMARY ACTIVITIES
3.1___Individual advising appointments with TAP staff to discuss selecting a major and prerequisite course requirements.
3.2___Develop an Individual Educational Plan (IEP) with a TAP Counselor each semester.
3.3___Meet with four-year representatives at least once a year for transcript evaluation and to assess transfer eligibility.
3.4___Obtain Project Assist CSU/UC General Education evaluation once a year if considering transferring to a CSU.
3.5___For UCSB transfers, obtain a written "Guaranteed Admissions Contract" after completion of twelve (12) transferrable units.
3.6___For UC Davis transfers, obtain a written "Transfer Agreement" after completion of thirty (30) transferrable units.

RECOMMENDED ACTIVITIES
3.7___Meet with instructors to better understand ways to be successful in courses.
3.8___Enroll in Math 100/107 Study Groups.
3.9___Sign up for TAP Drop-in Algebra Advising.
3.10___Utilize campus resources:
- 3.10.1___Tutorial Center
- 3.10.2___Learning Center
- 3.10.3___Reading Lab
- 3.10.4___Writing Center
- 3.10.5___Computer Lab
- 3.10.6___Faculty Advisors

ADDITIONAL RESOURCES
3.11___Mentor Program
3.12___EOPS
3.13___Financial Aid Office
3.14___Peer advisors
3.15___Child Care Services
3.16___DSPS
3.17___Student Government/Clubs

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TASK AREA 4: TRANSFER APPLICATION/ TRANSITION	COMPLETION DATE GOAL	ACTUAL
PRIMARY ACTIVITIES		
4.1___Complete applications to college/ universities by the priority deadline.		
4.2___Complete financial aid applications.		
4.3___Order college transcripts to be sent to admissions offices to which you are applying.		
4.4___UC: Order high school transcripts to be sent to admissions offices to which you are applying.		
4.5___Complete supplemental forms as requested by four-year institutions; Questionnaire (CPSLO) and Statement of Intent to Register (SIR).		
4.6___Apply for SBCC AA/AS/Certificate if eligible.		
4.7___Apply for a Transfer Achievement Award upon completing TAP.		
4.8___Attend TAP Award Reception.		
4.9___Attend Orientation Program held at the 4-year school you plan to transfer to.		

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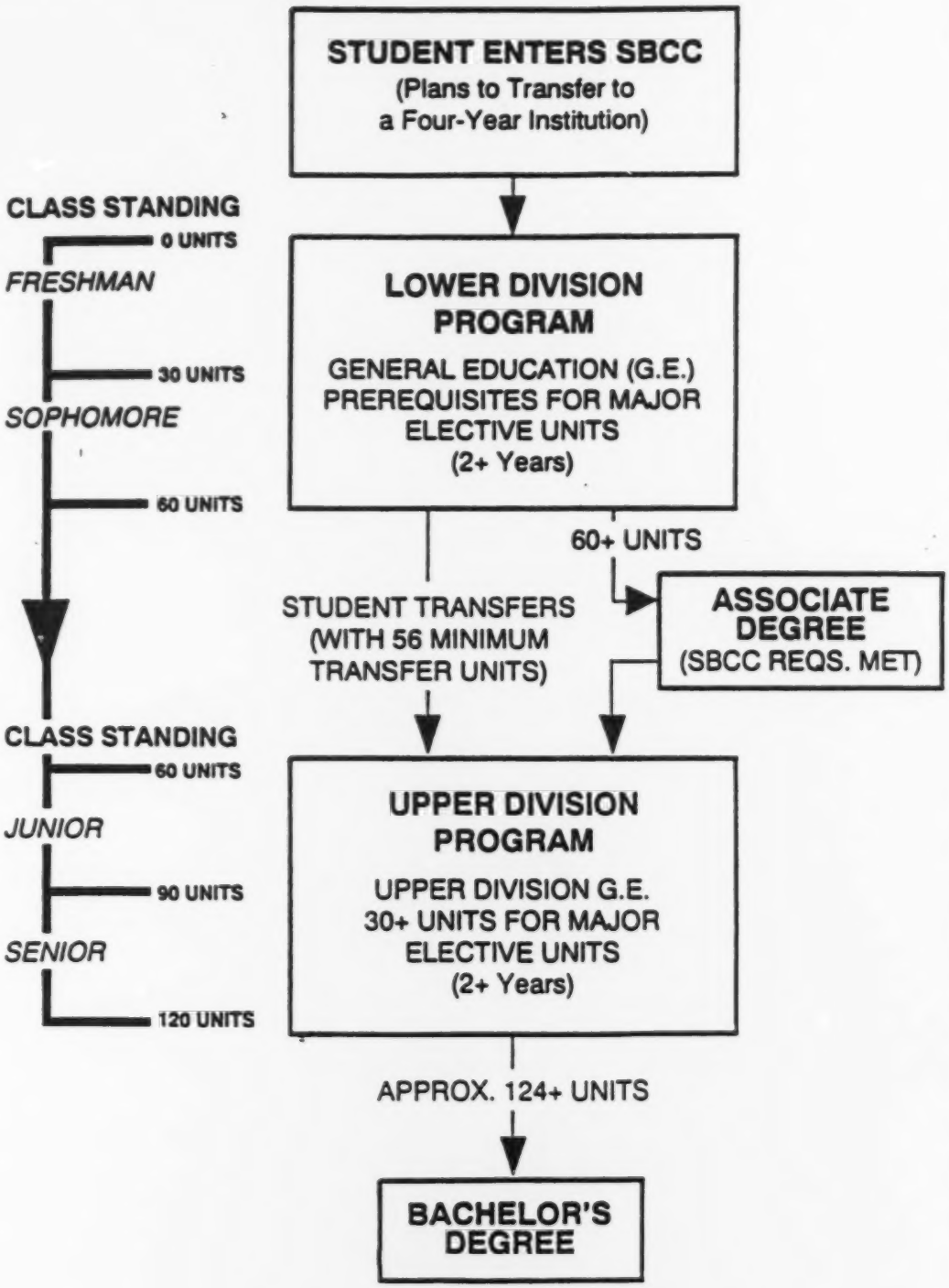
A Typical Transfer Plan



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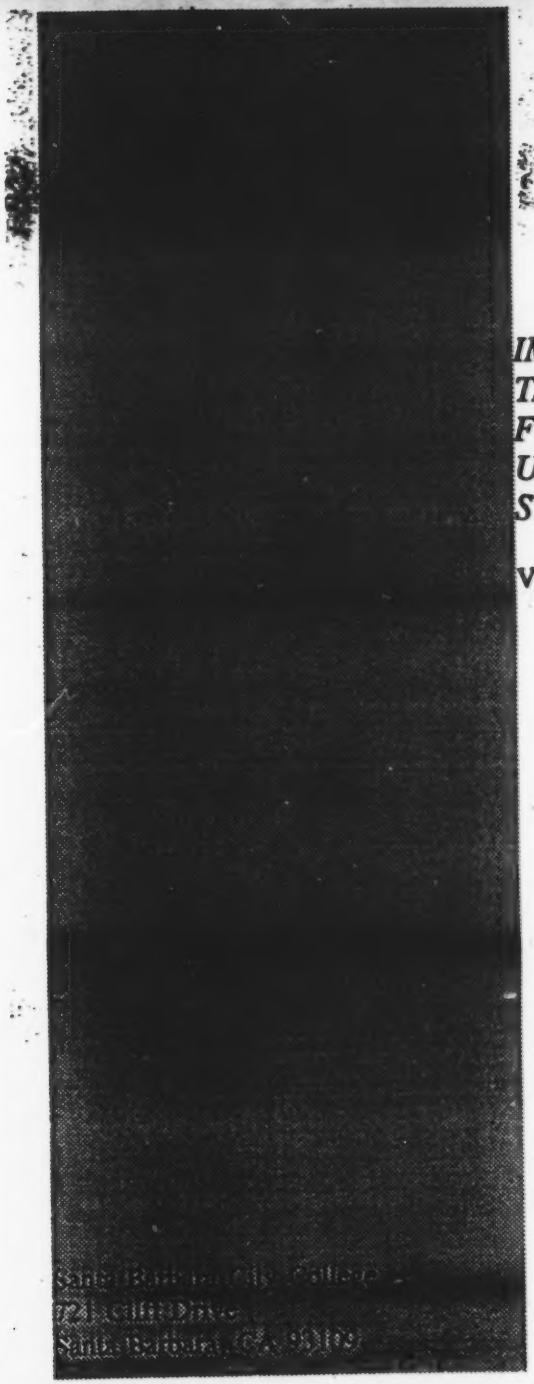

IMPLEMENTING A TRANSFER PROGRAM FOR UNDEREPRESENTED STUDENTS

Victoria C. Noseworthy

The purpose of this booklet is to assist you in your efforts to implement, expand, or improve a transfer program for underrepresented students on your campus. It contains suggestions, techniques, and information useful in implementing a successful transfer program.

Your institution is unique- not every suggestion in this booklet will be applicable to your school. As you read, look for what you can adapt to your special situation.

The TAP program has been vital in my pursuit of higher education. I was quite indecisive when I first came to school. I was not sure where I wanted to go or what I would major in. The TAP faculty and advisors have helped me to focus my thinking... I am now a Chemistry major with a minor in Physics and plan to attend UCLA.

- Brian Hayward

History

Santa Barbara City College was established by the Santa Barbara High School District in 1909, making it one of the oldest community colleges in California. The college was discontinued shortly after World War I, and its work was largely taken over by the Santa Barbara State Normal School, which later became the Santa Barbara State College, and, still later, the University of California, Santa Barbara.

The college was organized again by the high School District in the fall of 1946. The growth of the college has been rapid since then- more than 11,600 students are currently enrolled in day and evening credit classes.

The campus moved to its present and permanent location in the summer of 1959. It is situated on a 74-acre site overlooking the Pacific.

The college was know as Santa Barbara Junior College from its inception until July 1, 1959, when, by the action of the Santa Barbara Board of Education, its name was formally changed to Santa Barbara City College.

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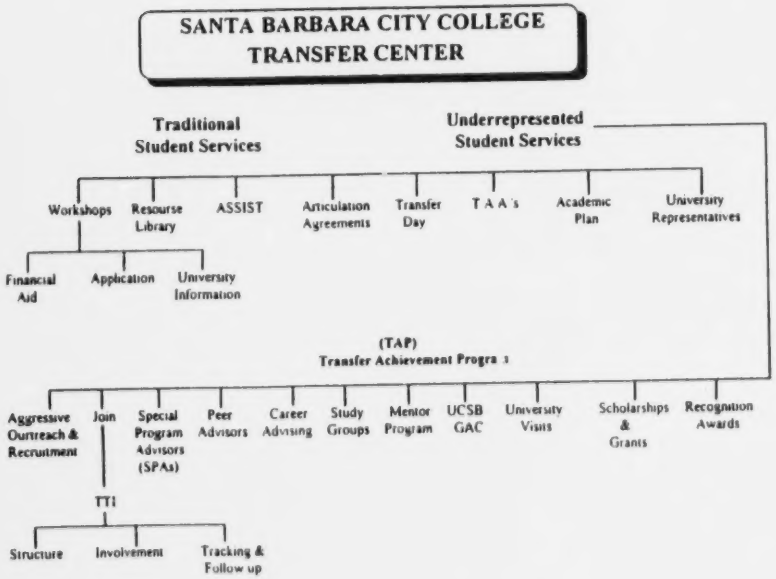
The Transfer Achievement Program is a student services support program which increases the number and percentage of underrepresented ethnic minority students who transfer from a community college to a four-year institution. In contrast to "smorgasbord" and piecemeal efforts common at many community colleges, this program is comprehensive and provides a systematic approach for increasing minority student transfer rates.



Key elements include: *aggressive outreach*; a program that students *join*; providing *structure* and *involvement* through a developmental "map" of specific transfer-related tasks, the Transfer Task Inventory; offering *academic support* groups in math and English; providing regular *feedback* and *personal support, improved service coordination and delivery*, and proactive transfer *transition interventions*.

Program objectives are to increase to a level at parity with the general student body, the number and percentage of minority students:

- who commit to transfer as an educational goal;
- who are involved in a greater number of transfer-related activities as outlined on the Transfer Task Inventory;
- who succeed in and persist in math and English courses; and
- who apply for, are accepted by and enroll at four-year colleges.

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Stressing the benefits for students is an essential part of eliciting support for your program. Depending on program elements, here are some of the benefits students may expect:

- educational obstacles diminish
- investment in education is more likely to pay off
- academic, career, and life goals are in focus
- anxiety level is reduced
- choice of school or major is clarified
- support is provided
- grades improve in math and English
- self-confidence grows
- involvement in the educational community increases
- financial resources become more familiar
- campus and community resources are accessed more frequently
- odds of transfer are increased

Gaining **approval and support** from the individuals important to the success of your program requires preparation and communication. This support is necessary both for the workability of your program and for sustaining it over a period of time. The following strategies may be useful for beginning or reinforcing a minority transfer program.

- Write a mission/purpose statement for the program. This will probably be distinct from the purpose statement presented to students. One possibility is: "The purpose of our minority transfer program (or whatever your program is named) is to increase student involvement and responsibility in transfer-related activities thereby increasing student persistence and goal attainment." In contrast, a purpose statement appropriate to the student perspective could be "The purpose of this program is to provide students with the academic and personal support that will assist them in being successful as a transfer student."

- Refer to your purpose statement whenever communicating about your program. When negotiating any aspect of your program, take care not to make compromises that will sabotage the purpose from either the institution's or the student's perspective. For example, it would be a mistake to settle for too few staff hours dedicated to the management of this program.

- Seek grassroots support as well as assistance from the top of the administrative hierarchy. Draw a political road map encompassing crucial factors for gaining support and identifying key individuals. Include those who are influential behind the scenes.

- Consider sending a proposal directly to the president and/or chief student services officer. See him or her in person about the benefits of such a program and include sample program materials in your presentation.

- Involve people from a variety of disciplines and from administrative, academic, and student services sectors in the creation of the program proposal. The more people who have a vested interest in the proposal, the more likely it is to be accepted.

- Become the transfer expert on your campus. Familiarize yourself with all the data, research, and institutional studies related to student transfer rates and retention at your school. It helps to be knowledgeable about transfer programs and their relationship to student success. (Refer to the publications listed near the end of this booklet.)

- Volunteer to organize a transfer task force. This group can explore options your institution might use to increase minority student involvement and improve minority student transfer rates. Include influential campus leaders, program supporters, and critics on the task force.

- Work with critics early in the decision process. Talk to people who you think will object to your idea before they publicly speak their opposition. Their input is valuable and their concerns are legitimate. Hearing their point of view and including them in the development phase can result in a program better suited to student and faculty needs.

- Make requests of people who can move the process forward. An effective request contains a specific call to action and a date by which the requested action will be completed. Ask for a definite yes or no to your requests.

- Maintain perspective. The transfer program you want to see in place will serve students and the institution regardless of who claims credit for its idea or its implementation. Take care not to treat the program proposal as an extension of yourself. Ideally the program will not "belong" to any one person: it will combine the thinking of a number of individuals.

Administrators provide key elements in support of student transfer programs. Ask them to contribute to the success of the program by:

- Recognizing the potential of the program and including it as an essential part of the institutional transfer plan.

- Promoting the activity of the transfer task force or committee. (This can include scheduling and announcing meetings, requesting members to actively participate and perform specific tasks, and setting time lines.)

- Describing the program in the catalog and other publications as a legitimate part of college.

- Ensuring that rooms and equipment are available and adequate.

- Enlisting the approval of other support services.

- Publicly voicing their support of the program to students, faculty, and other administrators.

- Selecting counselors who care about minority student success.

> *Individualized attention is always extended to members by counselors; appointments are set up to assure that accurate steps are being followed to achieve transfer; and counselors are constantly monitoring student's academic courses...*
>
> - Elvin Tate

Endorsement by the **faculty** is also critical to the foundation of your minority student transfer program. Faculty support may include:

- Speaking positively about the program to students, parents, administrators, and fellow faculty members.

- Taking part in the transfer task force or committee.

- Being directly involved through academic advising.

- Reinforcing concepts and methods involved in transferring through classroom assignments and projects.

- Referring students to the program.

- Inviting program representatives into the classroom for presentations.

An **effective program** contains several key elements:

- ✓ Outreach
- ✓ Joining and Belonging
- ✓ Structure and Involvement
- ✓ Tracking and Feedback
- ✓ Support Services

✓ Outreach

The first element is *aggressive outreach* which is supported by referrals from local high schools, college faculty, counselors and staff, and a computer supported data base. Through direct mail, personal and phone contact, and classroom visits, students are invited to *join* the TAP program.

✓ Joining and Belonging

The second element is having a program which students apply for and actually *join*. By having a program that students *join* and *belong*, we are able to secure a greater sense of personal commitment to transfer. This approach is in direct contrast to the "smorgasbord" approach used by most community colleges in which students may randomly and inconsistently use college services but may not make the personal commitment that comes from joining a program. It is important to give your program a name so that students have a clear identity with the project. We called ours TAP.

It is important to give your program a name so that students have a clear identity with the project.

✓ Structure and Involvement

The third and fourth elements for securing and holding potential students is the *introduction of structure* and *increased student involvement*. Structure and involvement has been improved through an instrument we developed called the *Transfer Task Inventory* (TTI). The *Transfer Task Inventory* outlines a four-stage

developmental map or checklist, of essential transfer-related activities to be completed by the student. The four areas of the *Transfer Task Inventory* are 1) Assessment and Orientation; 2) Transfer Exploration; 3) Academic Planning and Progress; and 4) Transfer Transition.

The *Transfer Task Inventory* enables the student to understand his or her position relative to transfer requirements, and to commit to the steps necessary to move forward on the transfer plan. The TTI not only serves a "map" for students that demystifies the transfer process, but it serves to more actively involve students by placing responsibility on them to complete transfer-related activities. With the TTI, students are encouraged to be self-directed and come to view transfer as a viable and attainable goal. With the TTI students know what to do, when to do it, and where it will lead.

✓ Tracking and Feedback

A computer supported database stores all student demographic information as well as the *Transfer Task Inventory*.

TAP advisors are able to track a student's level of involvement by utilizing this system. Such a system provides for "Transfer Task Progress Reports" for the student, which outlines the degree to which certain

These progress reports serve as an affirmation to those students who have committed themselves to a high level of involvement...

areas of the TTI have been completed. These progress reports serve as an affirmation to those students who have committed themselves to a high level of involvement in transfer-related activities, and serves others as an encouragement to continue or begin new tasks.

✓ Support Services

Key to the success of TAP are math and English support groups. These groups, led by upper-division students from local 4-year institutions, provide the needed encouragement and attention critical to college persistence by

promoting collaborative learning strategies in a non-remedial learning environment.

Other important elements of TAP are focused services provided by the college and four-year institutions that support each of the four task areas of the *Transfer Task Inventory*. Examples of these services include written admission guarantees to four-year institutions which are provided early in the student's community college experience; trips to four-year institutions, and regular student contact with four-year representatives who visit the community college on a scheduled and frequent basis.

...focused services provided by the college and four-year institutions support each of the four task areas of Transfer Task Inventory.

While several colleges are doing one or more of the elements found in TAP, few have incorporated them into a cohesive and comprehensive model incorporating the degree of structure and academic support provided by a clearly identified program so that it has significant impact.

The TAP program offers services and facilities that are not available in other programs such as field trips, progress assistance, catalogs regarding colleges and universities- all of them helpful to students. For me, the most valuable service I have received is the open-door policy; there is always someone from the TAP staff willing to help me and answer my questions... I feel confident and sure that the universities I applied to will meet my needs for my education and personal development.

- Marcia Rodriguez

Evaluation results of this project has found that an institution can increase student participation and success in transfer activity.

Over the past three years we have increased the number and proportion of underrepresented students who commit to transfer as an educational goal from 33% in Fall 1991 to 38% in Fall 1993.

TAP students are involved in core transfer-related activities at a much higher rate than their non-TAP underrepresented colleagues.

Service	Fall 1992		Fall 1993	
	UR	TAP	UR	TAP
Career	7%	18%	14%	35%
Trans	3%	34%	4%	35%
Counsel	16%	35%	19%	53%

Students in the math study groups continue to outperform the average college student performance rate in elementary and intermediate algebra.

	Fall 1992 Pass Rate	Spr 1993 Pass Rate
Total SBCC population	40-45%	46-54%
SBCC UR population	27-42%	33-44%
TAP students	**70%**	**65%**

TAP members are applying and getting accepted in greater numbers to 4-year institutions:

- The number of TAP applications made to 4-year colleges increased **146%** Fall 90 to Fall 93.

- The number of TAP acceptances to 4-year colleges increased **322%** Fall 90 to Fall 93.

Publications you might find helpful as you develop your own transfer program:

Berman, Paul; Curry, J; Nelson, B.; and Weiler, D. *Enhancing Transfer Effectiveness*. Washington, D.C.: American Association of Community and Junior Colleges and the National Effective Transfer Consortium, 1990.

Eaton, Judith S. ed., *Faculty and Transfer: Academic Partnerships at Work*. Washington, D.C.: American Council on Education, 1992.

Enhancing Transfer Effectiveness. *Notes from NETC's First Annual Problem/Solution Workshop, 1990*. B.W. Associates, Berkeley, CA: 1991.

A Plan for Implementing Transfer Centers. Sacramento, CA: California Community Colleges Chancellor's Office, 1990.

Probing the Community College Transfer Function. Washington, D.C.: American Council on Education, 1993.

Roueche, John E. and Roueche, Suanne D. *Between a Rock and a Hard Place*. Washington, D.C.: The American Association of Community Colleges, 1993.

Schantz, Nancy and Brown, Patricia Q. *Trends in Racial/Ethnic Enrollment in Higher Education: Fall 1978 through Fall 1988*. Washington, D.C.: U.S. Department of Education Office of Educational Research and Improvement, June, 1990.

Setting the National Agenda. American Council on Education, Washington, D.C., 1991.

Transfer and Articulation in the 1990's. Sacramento, CA: California Postsecondary Education Commission, 1990.

Milestones...

1988 *Fund for Instructional Improvement Grant*

1990 *Funds for the Improvement of Postsecondary Education Grant*

1991 *American Association of Community and Junior Colleges Commission to Improve Minority Education special recognition*

1991 *California Community Colleges Board of Governors Exemplary Program Award*

1993 *Between a Rock and a Hard Place by John E. Roueche and Suanne D. Roueche, profiling TAP responding to at-risk students*

Keith McLellan is Dean of Student Development at Santa Barbara City College.

Victoria C. Noseworthy is a counselor at Santa Barbara City College. She is the coordinator of the Transfer Achievement Program.

Armando Segura is a counselor at Santa Barbara City College. He is the Director of the Transfer Center.

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TRANSFER
ACHIEVEMENT
PROGRAM NEWS LETTER

IN THIS ISSUE:

1994 Transfers
Petitioning for Admission
Award Recipients
EOP/EOPS- the differences

Editor: Victoria Noseworthy, TAP Coordinator April 1994

by Juana Lazarit & Antonio Gaona

CONGRATULATIONS

Congratulations to some of our students who have been accepted by a four-year school in 1994.

Angel Adame	UCSB	Spring
Joseph Alvarado	UCSB	Spring
Eduardo Arce	UCSB	Spring
Jorge Arevalo	UCSB	Spring
Irene Basurto	SJS	Winter
Milissa Catherine	UCSB	Spring
Martha Diaz	UCSB	Spring
Tanya Everett	UCSB	Spring
Christopher Faris	UCSB	Spring
Pablo Figueroa	SSU	Spring
Janice Graham	UCSB	Spring
Bradley Hunt	CSFR	Spring
Ursula Iturrino	CLut.	Fall
Jeffrey Johnson	UCSB	Spring
Mickey Katsanes	UCSB	Spring
Jeremy Katzman	SFSU	Spring
Rebecca Luera	SDSU	Spring
Christopher Martens	SJSU	Spring
Thomas Medel	CSFR	Fall
Casey Rogers	SFSU	Spring
Wendy Wilson	UCSB	Spring

If your name is not listed and you have been accepted please come by the TAP office.

Apply for your Transfer Achievement Certificate with your letter of acceptance!

TRANSFERRING FALL 1994 ?

If you have been accepted to a four-year school for 1994, please review this checklist.

✓ 1. Do not forget to mail in your Student Intent to Register (SIR) to the campus you plan to enroll by the deadline specified. Accept only one school. Also, return SIR's to schools you will not attend so they can offer your space to someone else who may not have been as lucky as you.

✓ 2. Bring a copy of your acceptance letter to the TAP office for your file. Then we can print your TAP Certificate which will be given to you at our end of the year Transfer Recognition Reception on May 18th from 12-1 p.m.

✓ 3. Apply for the SBCC institutional Transfer Achievement Certificate, awarded by the Transfer Center to students who have completed at least 24 units at SBCC prior to transfer. Apply in the Transfer Center. There is no deadline to apply.

✓ 4. Find out about summer Orientations at the university you will be attending next Fall. Summer orientations will provide you with information about registration, housing, campus tours and much more. Call the school, you may need to make reservations in advance.

✓ 5. Close your TAP file through a phone exit interview, or come in to see any of the advisors to do so this.

☞ *more on transfer* ☜ ☜

TWO IMPORTANT TRANSFER TOPICS

TOPIC #1: HOUSING OPTIONS AT UCSB

UCSB has many alternatives when it comes to housing. There are 9 residence halls: 6 on campus which are university owned and 3 privately owned off campus. There are 4,600 spaces reserved for freshman and transfer students. Students choose to live on campus for the convenience. Residence halls overlook or are within walking distance of the ocean. Most halls have access to swimming pools, tennis courts and recreational facilities. Prepared meals (all-you-can-eat), and housekeeping services are included for a small housing fee. Classes are within walking or biking distance from the halls.

UCSB also has family housing. There are 3 housing complexes within a 10 minute bike ride from campus. These one and two bedroom apartments have playground areas and after school programs for children. All complexes have easy access to public transportation. Rents range from $401 to $590 *including utilities*. There is a 3 to 6 month waiting list so if you are considering this housing option for Fall 1994 call the Family Student Housing Office now at 893-4021.

Most UCSB students live within 1 square mile of campus or what is better known as Isla Vista- a self-contained community that offers grocery stores, shops, parks, laundromats, a clinic and restaurants. In Isla Vista you will find alternative living situations like privately-owned apartments, student housing cooperatives, and sorority and fraternity houses. The average monthly cost (1993-1994) for an apartment is $895 *plus utilities*. These are typically shared by four students who split the rental cost.

ref: Housing UCSB brochure, 1994.

TOPIC #2: BUT WHAT IF I AM DENIED ADMISSIONS TO A UNIVERSITY?

If you are denied admissions to a university and you know you have the minimum transfer eligibility criteria (56-60 transferrable units and 2.4 GPA for UC or 2.0 for CSU) you might want to consider writing an appeal letter to the Director of Admissions explaining any extenuating circumstances which might have prevented you from excelling in your academic curriculum. Perhaps you were working too many hours due to extreme financial need, or had a horrible semester due do a family crisis, or were displaced from your home. These are all legitimate reasons to file an appeal.

The following sample appeal letter was developed by Armando Segura, Transfer Center Director. Use it to guide you through your own letter writing process. Feel free to share a draft of your letter with the TAP staff for feedback or review.

(Date)

APPEAL SAMPLE LETTERS

(Your Name)
(your address)
Santa Barbara, Ca. 93101

Note: Do not copy this letter. Use it as a guide in writing your own letter. Include specific info. about your situation. Do not make it too long or wordy.

Office of Undergraduate Admissions
(University/College Name)
Address
City, State Zip Code

REF: (Term and Year) Application for (Your Name) (Your SS#).

This is to request an appeal of your decision to deny me admission to (University/College) for the (Term and Year). This appeal is based on the following reasons:

(Note: These are sample reasons, use reasons as appropriate to respond specifically to the reasons given for denial of your application.)

I will have 56 transferable units by the end of this Spring 1993 semester. My GPA is currently 2.8 and will be higher with the current grades in progress. I have had to work full-time therefore my GPA is not truly relective of my academic capability. With financial aid I will not have to work full-time when I attend (University/College).

I will be certified under IGETC for lower division general education requirements after this semester. In addition, I have completed most of the major courses required for my major offered at SBCC.

As a student of Chicano background and first in my family to pursue higher education,(list situations applicable to you i.e., learning disability, re-entry, single parent, veteran, etc..) I feel I have much to contribute to (University/College). I know that if I am given the opportunity, I will be successful in obtaining the baccalaureate degree.

I hope this is sufficient information for you to reconsider your decision. Thank you in advance for your assistance and consideration.

Sincerely,

(your signature)

(Type your name and phone #)

Notify us as soon as you receive a letter of denial so we can help you with the appeal process. Together we might reverse that decision!

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CONGRATULATIONS

TAP Members!

Congratulations to the following TAP members for being selected for the *1994 Talent Roster of Outstanding Minority Students from Two-Year Colleges*. This roster identifies students who show strong academic achievement and the desire to pursue baccalaureate degrees. The College Scholarship Service provides this opportunity to help ensure that these outstanding students receive the motivation and support needed to complete their programs of study. Of 18 students nominated from Santa Barbara City College- 14 of these students were enrolled in TAP! Way to go!

Milissa Catherine
Reginald Cordero
Rosario Coryat
Cruzito Cruz
Alvaro Dominguez
Jeny Gonzalez
Patricia Guillen
Teresinha Landry
Teresa Ortega
Mark Quiroz
Olivia Rojas
Julie Soto
Yolanda Stahl
Paul Taylor

INVITATION REMINDER

The **TAP Transfer Recognition Reception** will be held on May 18 at 12:00 p.m. in SBCC's Memorial Plaza. Mark your calendar. We will be honoring everyone who made application for Spring or Fall 1994. To guarantee your Transfer Certificate, come by the Transfer Center and let us know where you applied and where you were accepted. A buffet luncheon will be served. Bring your family and friends and share this achievement with your peers.

RISK ***You cannot discover oceans unless you have the courage to lose sight of the shore.***

TAP has been able to provide $3,000.00 of scholarships to 30 TAP members. These awards were made possible by the Foundation for Santa Barbara City College Book Fund under the leadership of Mr. Jim Minow. These members were selected based on their level of involvement in transfer-related activities as measured by the Transfer Task Inventory, and demonstrated academic achievement.

The Recipients for the Spring 1994 semester are:

What will they do with the money? $$$$$$$

Sonia Aguila
George Aldana
Ruth Ann Arbuckle
Milissa Catherine
Maria Elva Cosio
Clint Dague
Magdalena De Leon
Francisco Desales
Alvaro Dominguez
Luis Fragoso
Elida Garcia
Margarita Gonzales
Brian Hayward
Cynthia Inda
Kira La Mer
Mildred Lazarit
Nancy Lucero
Aracely Mejia
Delia Navarrete
Jorge Pina
Marcia Rodriguez
Cheryl Rojas
Salvador Santoyo
Irma Tajiboy
Elvin Tate
Jonas Walker

- *buy art supplies*
- *living expenses*
- *fix my car*
- *books, tuition*
- *art courses*
- *educational costs*
- *improve my diet*
- *pay for busfare*

- *for my books for this semester that I have not bought yet*

- *$100 will pay for about 2 months worth of gas from Buellton to SBCC*

- *to purchase a scientific calculator that graphs*

- *to pay for a trip to Death Valley for 2 transferrable units*

STUDY! STUDY! STUDY!

Finals are just around the corner. But the end of Spring is a time of good weather and this makes it hard for students to concentrate on their studies. You might have SPRING FEVER! But don't let this fever keep you from going to classes and completing your papers and projects.

You can combat the symptoms of Spring Fever by preparing now for finals by using all the support resources on campus to help you perform to your highest capacities and by using tutorial services. If you are currently taking a math class come to the Transfer Center and use our TAP drop-in hours. If you are an EOPS or DSPS student use the tables below of tutors and lab hours to get extra help.

EOPS TUTOR LAB

ROOM 242 IN STUDENT SERVICES (2ND FLOOR)

Time	MON	TUE	WED	THU	FRI
10:00 AM to 11:00	YOLANDA LAURA	KURT		KURT NUNO	
11:00 AM to 12:00	LAURA YOLANDA		YOLANDA LAURA KURT		
12:00 PM to 1:00		NUNO KURT	LAURA YOLANDA KURT	NUNO KURT	
1:00 PM to 2:00		NUNO KURT	NUNO LAURA JIM ***KURT	NUNO KURT	
2:00 PM to 3:00	*NUNO *YOLANDA *DWIGHT	LAURA NUNO KURT *DWIGHT	NUNO JIM	YOLANDA NUNO KURT *DWIGHT	
3:00 PM to 4:30	DWIGHT NUNO YOLANDA	LAURA DWIGHT		YOLANDA DWIGHT	

NOTE: * WILL ARRIVE AT 2:30 PM

*** LEAVES AT 1:30 PM

Kurt Klopstein - Math.

Laura Salerno - English, ESL, Study Skills.

Yolanda Valenzuela - English, ESL, Study Skills, Spanish.

Nuno de Sena - English, ESL, Study Skills, French.

Dwight Bibby - Math.

Jim Stucker - Math.

PLEASE CONTACT KURT FOR QUESTIONS.

DSPS TUTORIAL LAB (SS 272)

Monday	Tuesday	Wednesday	Thursday	Friday
9-10 12-1	10-11	8-9 9-10 12-1	8-9 10-11	9-10 10-11

DSPS COMPUTER LAB (SS 163)

Monday	Tuesday	Wednesday	Thursday	Friday
8:30-10 11-12 1-3:30	8:30-10 11-12 1-3:30	8:30-10 11-12 1-3:30	8:30-10 11-12 1-3:30	8:30-1:30

[redacted]

in IDC 104

Open to all math students of Santa Barbara City College

every Monday thru Thursday

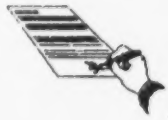
8:30 am to 4 pm & 5 to 8 pm

and Fridays 8:30 am to 2 pm

A NOTE ON IGETC

It is never too late to change your major or to where you want to transfer. If you have been working towards transferring to the CSU system but realized that you want to give yourself the opportunity of preparing for both UC and CSU then IGETC might be for you. By completing IGETC (Intersegmental General Education Transfer Curriculum) you will have met the lower division G.E. requirements for both UC and CSU. Please check with a counselor to see if IGETC is the best choice for you at this time. (NOTE: *Don't forget you must apply for IGETC certification.*)

DID YOU SIGN A GAC TO UCSB?



In the last issue of our newsletter we encouraged you to come to the office and sign a Guaranteed Admission Contract. At this time we are directing this message first to students whose 1st choice is UCSB and meet the GAC's eligibility (TAP members: African American, American Indian, and Mexican-American/ Chicano students with 12 transferrable units and to those students whose 1st choice is not UCSB but would like to have a back-up plan. Come in to our office and we can get you started right away to guarantee your place at UCSB!

FROM CHURROS TO TRANSFER

A talk with Margarita Gonzalez

Margarita was a former ESL student who came from Mexico to learn English when she approached Antonio Gaona, a TAP advisor, in 1992 as we celebrated TAP's 5th year. As she was handed a churro she quotes "I only wanted to eat a churro and TAP showed me I could beyond ESL into transferring." Margarita has applied to UCSB for Fall 1994. She is a single parent who has maintained an outstanding 3.8 transferrable gpa. Congratulations Margarita! We'll see you at UCSB!

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EOP or EOPS?
What's the Difference?

A column by Diane Williams-Hale
EOPS Counselor

Extended Opportunity Program & Services (EOP&S) at Community Colleges and the Educational Opportunity Programs (EOP) at California State Universities and the Universities of California have similarities and differences that need to be clarified for all TAP and EOPS students.

EOP&S The EOP&S Program at SBCC serves students who meet the following criteria:

A. Must be eligible for the Board of Governor's Grant A and B and/or
B. Must be educationally disadvantaged.

Contrary to popular belief, EOP&S is not a minority program, although many students of color qualify for services based on the above factors. The program provides students with such services as grants, priority registration, tutoring, child care for single parents, academic, career and personal counseling, cultural enrichment, internships, mentorships and a six-week extended orientation program for new students.

Contrary to popular belief, EOP&S is not a minority program,

At Santa Barbara City College, students who qualify for EOP&S and TAP can greatly benefit form the support of both programs. As the full-time EOP&S counselor, I also serve as the TAP counselor for students in both programs. Detailed Individual Educational Plans for all majors are developed and copies are forwarded to the TAP Office for your files.

EOP The Educational Opportunity Program or Academic Achievement Program (AAP-UCLA) at the California State Universities and the University of California campuses serve underrepresented minorities and/or disadvantaged and low income students. These programs provide pre-admission assistance, special action consideration, counseling, personal and cultural support, tutorial assistance, internships and mentor programs. However, please note that students who qualify for EOP or AAP may not qualify for financial aid or vice versa. The two offices are separate and require independent applications, as opposed to the EOP&S Program at SBCC which is closely connected to the Financial Aid Office.

If TAP members have special circumstances that can make a difference in their admission evaluation, their case should be referred to the EOP or AAP Programs at the campuses in which they apply. First generation college students, re-entry, low income single parents students, those from disadvantaged backgrounds and veterans are strongly encouraged to apply to the EOP program at UCSB, I am available to any TAP member interested in more information about the benefits of these programs.

Diane Williams-Hale clearly points out the differences between EOP&S and EOP. In addition, she has graciously provided us with the university *EOP application and Admission Process for Fall 1994: A Campus Comparison*. This outlines the differences within EOP programs at each university. I would simply caution you to investigate the particular EOP at the university to which you are planning to transfer. The following is a list of activities that should give you a starting point as to how the various EOP offices differ.

Where do you mail the EOP forms?
Which forms are required?
What is the EOP deadline?
Is the FAFSA financial aid form required?
Is there an income screening and who does it?
Is there an academic evaluation needed?
Are there EOP testing requirements?
What is the selection process?
When are the acceptance dates?
Who is the contact person on your campus?

WHAT NEXT WITH NESTLE?

by Antonio Gaona

In the last issue of the TAP Newsletter you received a copy of the "Nestlé USA Minority Scholarship Database," a scholarship search program application. I expect that all TAP members by now have sent that form off to Nestlé's Community Affairs Office. If you have not sent that form off you can pick one up in the TAP office. Since the service is free of charge there really is no reason, that I can see, which would keep anyone from taking advantage of their offer.

The scholarship information provided by the Nestlé USA Minority Scholarship Database is a public service and is compiled from sources deemed reliable. This is by no means an exhaustive list of available resources. Other financial aid resources are available including grants, loans and work study programs.

After you receive your print-out from Nestlé you must now send for the actual application. Below is a sample from that print-out list:

Sample Scholarship:

Provider:	National Hispanic Scholarship Fund (NHSF)
Address:	Selection Committee P.O. Box 728 Novato, CA 94948-0728
Phone:	(415) 892-9971

Requirements: Students must be U.S. citizens or permanent residents of Mexican-American, Puerto Rican, Cuban, Caribbean, Central- or South-American heritage. All applicants must be enrolled in a college or university in the U.S. or the commonwealth of Puerto Rico; must be undergraduates or graduates of an institutions in the U.S. Scholarships are renewable. Application deadline is June 15th.

Getting Started: If this sample sounds like one that might be useful to you, go ahead and call or write. Your search for potential scholarships through various sources can seem long and tedious, so you should begin to develop a system to keep track of those sources from which you have asked for an application, those that have responded, and don't forget to list those scholarships that may be applied for at a later date. A simple 3 by 5 index card file may be all you need to get started. And by the way, you can use blank 3 by 5 cards to send off for a scholarship application from the various sources. Just have the request card made up ahead of time. On the back side write side write something like:

"I obtained your address from the Nestlé USA Database. Please forward a scholarship application to the following address."

Your Name
Permanent Address

Thank you for providing me with this opportunity.

On the front of the card place your return address. Later you will fill out with the provider's address. This will allow you to act promptly to scholarship opportunities as you seek them out.

Places to go for help: Thanks to the joint efforts of the Financial Aid Office and the TAP staff we have a current list of scholarship opportunities that can supplement the aid that you may or may not be receiving. Stop by the Financial Aid Office and/or the TAP office.

SOCIETY OF HISPANIC PROFESSIONAL ENGINEERS

* Pursuing studies in the field of engineering or science.
* Judged on GPA, technical activities, academic honors, employment and volunteer activities.
* Award of $500. "Deadline April 15, 1994"

Application available in the Financial Aid Office

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1994-1995 SECOND START SCHOLARSHIP PROGRAM

Orville Redenbacher is making available 30 $1,000 Second Start Scholarships for the 1994-1995 school year. This unique program is designed to assist the growing number of adults who are returning to college or beginning for the first time. Eligibility criteria are: you must be 30 years old or older at the time of application or be enrolled or planning to enrolled part-time or full-time in an undergraduate or graduate degree program at an accredited college or university. Deadline is May 2. You will be notified by September 1, 1994.

If you meet the requirements for this scholarship stop by the Financial Aid Office or the TAP office and pick-up an application. The grant will be credited to your account upon endorsement by you and the school.

ARE YOU A FAN OF CAFFEINE?

(Coffee, chocolate or black tea)

Let me give you the highlights of an article I've come across in the January 1994 issue of Advance for Nurse Practitioners, volume 2/ number 1.

"Caffeine: A Drug of Abuse? What its use and disuse can do."

Across America every morning, millions of people start their day with a cup of coffee - or two or three... Caffeine is the most widely used 'behaviorally active drug in the world, consumed in some form by 82 percent to 92 percent of American adults'... Caffeine simulates the central nervous system, and its stimulant effects on the cardiac system may last from 2 to 4 hours. For the person who has not had enough sleep, is groggy from a hangover, or who is slightly anemic and feels sluggish in the morning, the caffeine in coffee is viewed as a way to increase alertness and decrease fatigue... But while caffeine provides a pick-up initially, it causes physical and emotional effects in the hours afterward. If a continuous supply of caffeine is not provided, caffeine withdrawal can lead to physiological and psychological symptoms... Prolonged caffeine use can have a number physical effects including restlessness and irritability; insomnia; heartburn and gastrointestinal distress; irritable bowel syndrome; and, in pregnant women low birth-weight infants... Use of caffeine has been found to cause a variety of unpleasant and unhealthy physical and psychological effects. Studies have demonstrated that people who consume even low or moderate amounts of caffeine may have withdrawal symptoms when daily use of coffee is stopped...

Caffeine is the most widely used behaviorally active drug in the world

Remember your most productive hours for your brain are during the first three hours of the day. So, next time you pour yourself a cup of coffee think of what effect this will have on your performance in school and especially during finals week. Everything in moderation allows you to stay in control.

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TAP STAFF: phone 965-0581 x2691

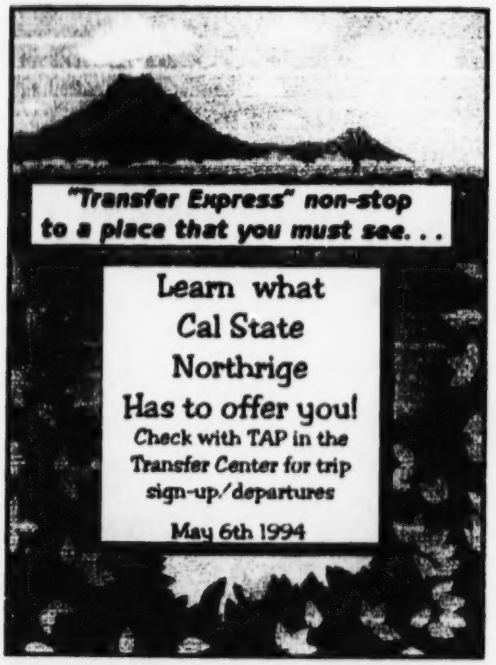
Victoria Noseworthy - TAP Coordinator/Counselor
Juana Lazarit - Special Program Advisor
Nadine Cruz - Special Program Advisor
Antonio Gaona - Special Program Advisor
Mike Munoz - Clerk Typist
Jacquie Fernandez - Math Study Grp Facilitator
Hortensia Corral - Math Facilitator
Charles Soloman - Math Facilitator
Irma Tajiboy- Clerical Assistant

TAP COUNSELORS: phone 965-0581 x2285

Jose Abreu
Margo Handelsman
Gil Robledo
Diane Williams-Hale
Dave Farris
Chris Pagliaro
Kathy McGuire

TAP PROGRAM HOURS FOR SPRING 1994

Monday	10:00- 5:00 p.m.
T/Thurs	8:30- 5:00 p.m.
Wednesday	8:30- 5:00 p.m.
Friday	10:00- 4:30 p.m.



9218
Santa Barbara City College
721 Cliff Drive
Santa Barbara, CA 93109

Transfer Achievement Program

Address Correction Requested

Nonprofit Org
U.S Postage
PAID
Santa Barbara
CA 93102
Permit No. 158

Enjoy your spring break!

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MULTICULTURAL ENGLISH TRANSFER PROGRAM

YOU ARE INVITED TO JOIN SBCC'S MET ENGLISH PROGRAM.

WHO IS?

SPRING SEMESTER, 1994

Any student interested in

English 70, Effective Reading Techniques
English 80, Effective Writing Techniques
English 100, Preparatory College Composition
English 103, Improvement of College Reading Skills
English 110, Composition and Reading

WHAT IS IT?

The Multicultural English Transfer program was developed by the English department to offer special assistance to students who are particularly concerned about transferring to a four year college or university.

HOW DOES IT DIFFER FROM THE REGULAR ENGLISH PROGRAM?

- You work very closely with your teacher and have the possibility, if you so choose, of staying with the same professor for two or more of your English classes.
- Your studies in reading and writing will be focused on multicultural themes and will prepare you to write for college courses in the Humanities and Social Sciences.
- Your courses will be carefully coordinated, connected and interrelated so that your study in one will prepare you directly for the next. That happens now in general; but your MET teachers plan together, so their classes are even more highly coordinated.
- MET teachers will help you learn to use word processors to improve your writing.

HOW DOES A STUDENT ENROLL?

Talk to any English teacher, to any TAP or EOPS advisor, to any counselor, and she or he will give you more information about this program. You can enroll yourself in a MET class by entering any of the appropriate section numbers listed here below.

AT WHAT TIMES WILL THESE MET CLASSES MEET, AND WHO WILL TEACH THEM?

ESL	131	4344	Alpert	M-Th	9:00-9:50	H 307
English	70	4294	Peterson	TTH	2:00-4:15	IDC 203
English	70	4292	Tennen	MWF	9:30-10:55	IDC 203
English	80	4299	Tennen	MWF	11:00-12:25	IDC 110
English	80	4301	Brody	TTH	10:30-12:45	IDC 110
English	80	4298	Mooy	MWF	9:30-10:55	IDC 110
English	100	4363	Bottiani	MWF	12:30-1:55	IDC 112
English	100	4372	Millward	TTH	1:00-3:15	IDC 113
English	100	4357	Staff	MWF	9:30-10:55	IDC 113
English	100	6152	Ferrer	MW	5:00-7:15	IDC 113
English	103	4308	Peterson	TTH	10:30-12:45	IDC 204
English	104G	4373	Millward	W	4:00-4:50	CAI Lab
English	104G	4374	Pike	W	8:00-8:50	CAI Lab
English	110	4399	Pike	TTH	2:00-3:15	IDC 222
English	110	4397	Millward	TTH	11:00-12:15	IDC 221

TAP
INTO YOUR FUTURE

If confusion and lack of information are standing between you and a successful university degree, then the Transfer Achievement Program (TAP) may be just what you've been looking for.

The program, a collaborative effort among Santa Barbara City College's faculty, staff and administration, four-year institutions and our feeder high schools, directs its efforts toward improving

the transfer rate of underrepresented* students to four-year colleges and universities. Services provided by Santa Barbara City College and cooperating four-year institutions and public agencies support important transfer- related activities to be completed by the transferring student.

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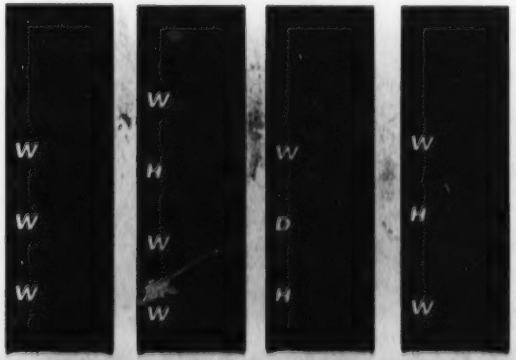
HOW CAN I TAP INTO MY FUTURE?

The Transfer Achievement Program is structured around the *Transfer Task Inventory (TTI)*. The *Transfer Task Inventory* is a "map" or guide to important transfer-related activities to be completed by you, the transferring student, with the help of a caring and supportive staff.

The *TTI* is divided into four sequential task areas:

- Assessment/ Orientation
- Exploration
- Academic Progress and Planning
- Transfer Application/ Transition



PERSONAL ADVISING AND SUPPORT

The *Transfer Task Inventory* allows for a very personalized transfer program for any student. Together with a TAP adviser, you'll receive the necessary information to take the proper steps that are required to transfer successfully to the college or university of your choosing. Some of the services available through the Transfer Achievement Program include:

- Meeting with 4-year institution reps
- Individual advising sessions with the TAP staff
- Development of an Individual Educational Plan
- Special trips to 4-year institution campuses
- Financial aid, scholarship and housing advising
- Personalized career counseling
- Educational Incentive Grants for books and fees
- Guaranteed Admission Contracts for eligible TAP members
- Academic support in mathematics and English
- And much, much more...

STUDENT/EMPLOYER INTEREST CARD

❑ YES!

I would like to know more about the Transfer Achievement Program!

Name (Please Print) _____

Address _____

City/State/Zip _____

Phone (_____) _____ (Day)

NO POSTAGE
NECESSARY IF MAILED
IN THE UNITED STATES

BUSINESS REPLY CARD
FIRST CLASS MAIL PERMIT NO. 171 SANTA BARBARA
POSTAGE WILL BE PAID BY ADDRESSEE

TAP/Transfer Center
SANTA BARBARA CITY COLLEGE
721 CLIFF DRIVE
SANTA BARBARA CA 93109-2394

TAP STAFF

The counseling and advising staff of the Transfer Achievement Program have extensive experience assisting students in developing successful transfer plans. Our ethnically diverse staff includes counselors from various academic disciplines, a math instructor, and a team of peer advisers fluent in English and Spanish. Each staff member is totally committed to the transfer function and in providing the support that is needed as you plan your future.

We look foward to helping you
TAP into your future.

TAP
Transfer Achievement Program

Santa Barbara City College
721 Cliff Drive • Santa Barbara, CA 93109-2394
(805) 965-0581 extension 2544/2691

Funding Sources: FIPSE and the Foundation for Santa Barbara City College 12/91

TAP INTO YOUR FUTURE

SANTA BARBARA
CITY COLLEGE
TRANSFER
ACHIEVEMENT
PROGRAM